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ABSTRACT

This document contains information from and about Project AchievE (sic), a program that was developed in Pennsylvania's Cumberland Valley School District to enable adults with or without a General Educational Development certificate to earn a regular high school diploma by mastering competencies in the following categories: government and law; occupational knowledge; health; consumer economics; community resources; and global studies. The following items are included: final report explaining how the AchievE model was developed and modified by three Pennsylvania educational agencies to meet their local needs; AchievE brochure outlining the program's application, placement, review, and completion processes; original proposal for the adult high school diploma project; sample partnership letter describing the partnership between Pennsylvania Blue Shield and the Cumberland Valley School District; training manual; student workbook; and time data log and student learning report forms for each of the six subject areas covered in the program curriculum. The student workbook outlines the objectives and competencies addressed in each subject area, and the teacher training manual contains the following: program goals; description of target population; program overview; procedure for conducting the program; guidelines for recruiting students; program calendar; program budget; competency lists; program application; and sample letters. (MN)

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TITLE PAGE

FINAL REPORT

CUMBERLAND VALLEY SCHOOL DISTRICT'S "HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS"

EXTENSION OF 1994-95 "353 GRANT"

EARNING A REGULAR HIGH SCHOOL DIPLOMA WITH OR WITHOUT A GED

Samuel C. Gruber
Coordinator of Continuing Education
Cumberland Valley School District

1996-97

Cumberland Valley School District
6746 Carlisle Pike
Mechanicsburg, PA 17055
(717) 766-0217
Contract # - 098-7010

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Title: Earning a Regular High School Diploma With or Without a GED

Project No.: 98-7010 Funding: $15,009 PROJECT PERIOD: 7/1/96 - 6/30/97

Project Director: Samuel C. Gruber Phone: 766-0217 (ext. 507)

Contact Person: Samuel C. Gruber Phone: 766-0217 (ext. 507)

Agency Address: Cumberland Valley School District,6746 Carlisle Pike,
Mechanicsburg, PA 17055

Purpose: This project is an extension of a similar "353 grant" awarded in 1995-96. During that time frame three educational agencies were recruited and agreed to utilize the Cumberland Valley diploma model for future use. In 1996-97 the three agencies developed their own High School Diploma Program for Adults. The programs will be implemented during the 1997-98 school year. The life skill or learner outcomes of the Cumberland Valley School District's program were updated to reflect Phase III of the Strategic Planning Process.

Project Outcomes: The three educational agencies modeled their diploma program after the Cumberland Valley School district program. In each case the diploma program of these agencies was modified to meet local needs.

1. Northwest IU (Erie,Crawford, and Warren counties) incorporated their diploma program into the North Coast School. Rich Gacka has developed a three alternative diploma pathways program for dropouts of participating school districts (traditional ABE funded GED studies, North Coast curriculum and the Cumberland Valley model.)
2. Schuylkill IU 29 initiated a program that closely mirrors the Cumberland Valley model. Through a series of meetings between school administrators and Cumberland Valley staff, a majority of Schuylkill County School districts decided to participate in this endeavor. Lyn Leto will initiate the program at the Lifelong Learning Center, Schuylkill Mall, Frackville, PA.
3. Metropolitan Career Center developed a model program for the Philadelphia School District. The learner outcomes are closely aligned to Cumberland Valley. A emphases on computer education was added by Rhonda McClintock.

Impact: The three educational agencies successfully developed a High School Diploma Program for Adults and modified the structure to meet local needs. Several other agencies throughout the state, not involved in the grant program, have visited Cumberland Valley in order to start a high school diploma program. The learner outcomes kept pace with the Pennsylvania Department of Education's goals for public education. The new learner outcomes are a result of Phase III of the school district's Strategic Planning Process. They are also being modified to comply with the new state regulations, currently be implemented by Pennsylvania Department of Education. The biggest barrier inhibiting success of this endeavor, is the continued fear by GED providers that a emphasis on earning a high school diploma may destroy their programs.

Product Developed: An informational packet has been incorporated into this years product containing the life skill booklet, an open letter to educational agencies from the superintendent of school (Dr. Anthony Colistra), rational for school districts to start a high school diploma program for adults, the school district's rational for a diploma program, letters from partnerships, financial strategies for supporting a high school diploma program and a AchievE brochure (information about all facets of the diploma program). A power point presentation outlining the high school diploma program on computer disc, is attached to this packet.

Products Available From:

Samuel C. Gruber
Coordinator of Continuing Education
Cumberland Valley School District
6746 Carlisle Pike
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Project Continuation and/or Future Implementation: A presentation should be made to all personnel at ABLE and to the Professional Development Centers. It would provide an excellent opportunity to eliminate misconceptions concerning the diploma program and a means to disseminate information about the "High School Diploma Program for Adults" throughout Pennsylvania.

Conclusions / Recommendations: The three educational providers will initiate their programs during the 1997-1998 school year. The diploma programs will be modified to meet the educational needs of five counties. In all cases the GED programs will remain as an integral part of educational programming for the adults where high school diploma programs are being implemented. The life skill facet of the program was updated to meet the final phase of the Strategic Planning process of the Cumberland Valley School District. This special demonstration project shows how adult graduates warrant the earning of the same diploma as the graduating seniors of the school district. The diploma will also allow the flexibility to meet the goals and objectives of the new state regulations

INTRODUCTION TO MAIN BODY OF FINAL REPORT

The Cumberland Valley School District, in cooperation with the Division of Adult Basic and Literacy Education developed an external high school diploma program in 1976. This endeavor was encouraged by Clair Troy and was modeled after a program developed at the University of Texas. The high school diploma program for adults combined academic achievement and life skill competencies developed by the Cumberland Valley School District. Participants were awarded the same diploma that was awarded to graduating seniors.

The first adult graduating class was in 1978. Twenty four adults earned their Cumberland Valley High School Diploma in 1978. Since the first year of the program the number of adults receiving their high school diploma has increased each year. In 1996 and 1997, one hundred seventy adults earned a Cumberland Valley School District diploma. Over nine hundred adults have graduated with a local high school diploma since the inception of this program.

The strength of the "Cumberland Valley High School Diploma Program for Adults" lies with the staff and their dedication to the program. During the development of the program, Clair Troy and Ethel Matthews (Division of Adult Basic and Literacy Education) provided much motivation to the Cumberland Valley School district. The entire staff of the High School Diploma Program were active during the past year and attended workshops where presentations were made. The staff and years of experience are as follows:

- Samuel C. Gruber (Director) - 20 years
- Wendy Latham (Counselor and Instructor - Occupational Knowledge) - 20 years
- Phil Matthews (Instructor - English and Community Resources) - 20 years
- Ken Hair (Instructor - mathematics and Consumer Economics) - 11 years
- Wayne Martens (Instructor - Law and Government) - 20 years
- Joe Correal (Instructor - Health) - 20 years
- Bonnie Kiess (Secretary) - 4 years

waiting list for 1997-98.

The graduation percentage for the high school diploma program is over eighty percent. Three factors are responsible for this ratio:

1. The program is portfolio oriented and individualized for each participant. Success is predicated upon portfolio completion. It may take more than one school year to earn a diploma but every time a student completes an assignment, he/she moves closer to a diploma. Students have less of a tendency to be discouraged when they continue to see more light at the end of the tunnel.
2. Mentors are assigned to students and partnerships offer on site instruction. This compliments the instruction offered at Cumberland Valley High School. Cooperation with other providers also increases the opportunity for success by the adult students. Jeff Woodyard, Harrisburg OIC, helps provide additional instruction for the participants employed by Hershey Foods Corporation.
3. Demands are higher in our high school diploma program than those allowed in GED preparation program. School districts require attendance guidelines for regular high school students. The same standards are applied to adult students. If a student misses a required meeting they are dropped from the program for the current school year. They are allowed to re-enter the program at the same stopping point during the next school year. Work must also be complete by May 15. If one assignment is not completed properly by this date, the student must finish the program during the next school year. These demands and standards produce a greater degree of student responsibility. This is one of the reasons the high school diploma program is respected by perspective employers.

To further validate the value of a high school diploma, Karen Bowser

(Pennsylvania Blue Shield) has developed a doctoral thesis for the Pennsylvania State University, providing data and research to validate the value of earning a high school diploma.

It should be noted that the GED is a valuable diploma. The Cumberland Valley School District also operates a GED Preparation Program. The purpose of this "353 Project" is to show that there is an alternative to compliment the GED diploma.

The appendices contain materials that demonstrate the value of offering a "High School Diploma Program for Adults".

BODY OF REPORT

The Cumberland Valley School district was asked to meet three objectives. These objectives were as follows:

1. To aid designated providers in developing a similar high school diploma program for adults during 1996-1997.
2. To update life skill competencies and correlate to the strategic Planning Process (Phase III) of the Cumberland Valley School District.
3. Produce a video describing the high school diploma program.

The third objective was jointly dropped by ABLE and the Cumberland Valley School District for economic reason. A video was produced in 1991 and describes how the program functions. A copy of this video is available for loan from the Cumberland Valley School District.

The first objective was met as described in the abstract of this report. Representatives of Northwest IU, Schuylkill IU, and the Metropolitan Career Center met at Cumberland Valley High School in 1996. As these providers developed learner outcomes, they were sent to Cumberland Valley for review. Several suggestions for revision were made and all three agencies had their learner outcomes completed by February 1997. Visits were made, when necessary, to meet with the schools associated with the above educational agencies. Two visits to Schuylkill IU have resulted in increased participation by a larger number of school districts in Scuykill County. Richard Gacka required the least amount of interaction. Mr. Gacka already had the confidence of the school districts in the Northwest IU area. The only program that may delay starting is the Metropolitan Career Center. Rhonda McClintock was in an automobile accident in the later part of February. We are currently in contact with the Philadelphia City School District in order to ensure implementation of their program.

Members of the Cumberland Valley School District's Strategic Planning committee worked with adult diploma program staff members to update the life skills (learner outcomes) with Phase III. This work was completed and the life skill competencies for adults are the same as those for students graduating from Cumberland Valley High School.

Both objectives were met during the prescribed time frame.

In addition to working with the three designated providers, other initiatives were undertaken by the Cumberland Valley School District. Sam Gruber communicated with Dr. Richard Cunningham, Ridley School District, Folsom, PA and Cindy Hilfinger, Community County of Beaver County. Information and materials were shared.

Through the efforts of the Professional Development Centers, two additional agencies applied to ABLE for a "353 grant" for 1997-1998 in able to start a high school diploma program for adults. Contacts were Cathy Greib, Juniata Valley School District and Woody Frederick, Nazareth School District. Nazareth has visited the Cumberland Valley School District three times and will be initiating a program in 1997-1998.

On July 19, 1996 the Cumberland Valley staff made a presentation to the Pennsylvania School Boards Association at Bucknell University, Lewisburg, PA.

As a continuing effort to help formulate partnerships in this endeavor, the Cumberland Valley School District and Pennsylvania Blue Shield will be making a presentation to the members of the Greater West Shore Chamber of Commerce on September 25, 1997. Although this paragraph operates outside the parameters of the 353 grant, the implications may affect the way educational providers can help supplement program funding in the future. The Chamber is committed to having members sponsor adult students participating in the "High School Diploma Program for Adults". The members will also encourage employers to participate in the diploma program.

The Cumberland Valley School District has made application to PACCE to present the findings of the "353 grant" and to address the issue of supplementing program funding at the Mid-winter conference in Hershey in February, 1998.

The evaluation of the project is reflected by the completion of the agreed objectives. The three educational agencies will be implementing High School Diploma Programs for this year. Five counties will be affected by this endeavor. A consortium of school districts will bake this program a reality through the efforts of Northwest IU and Schuylkill IU.

The second objective of updating the life skill competencies to correlate to the Cumberland Valley School District's Strategic Planning Process (Phase III) was completed. The life skill workbook is contained in the appendix of this project.

Dissemination of the project report and product will be completed by the following fashion.

1. Project materials will be on file and available at the Cumberland Valley School District, Bureau of Adult Basic and Literacy Education, AdvancE, and Western Pennsylvania Adult Literacy Resource Center.

2. Presentations of the Project will occur at the PACCE and other educational conferences.

3. Mailings about the project will be sent to Pennsylvania school districts.

4. The staff of the "Cumberland Valley High School Diploma Program for Adults" will be available to work with agencies desiring to start similar programs in the future.

5. Seminars will be presented to businesses and industries interested in forming partnerships with school districts. (/==0000000*+6*-; The Cumberland Valley School District has partnerships with Susquehanna Employment and Training Counsel, Pennsylvania Blue Shield, Hershey Foods, and Walmart)

AE 3028-1197

CUMBERLAND VALLEY SCHOOL DISTRICT
Samuel C. Gruber
Continuing Education Program Director
6746 Carlisle Pike
Mechanicsburg, PA 17055
717.766-0217

Dear School Administrator:

Each year we, as administrators, watch the outgoing senior-class graduate. We are filled with pride, but mindful of the fact that some of our students did not achieve this goal of graduation.

As administrators we have hoped for a program which would give these students who do not graduate a "*second chance.*" Such a program exists. *The High School Diploma Program* developed here at Cumberland Valley High School offers that "chance" to students who had lacked the interest, the maturity, the energy to finish their high school education.

Enclosed find a packet describing our program: its effectiveness, its relevance, its cost effectiveness and its benefits to the students, their families ,and the community. The Program is portable. We have initiated several programs using the Cumberland Valley model. Three of these models are in

- Skuykill County School District
- North West Intermediate Unit - Erie, Warren and Crawford counties
- Nazareth School District - Leigh County

If you are concerned about your non-graduates, if you are interested in implementing a cost effective program that does not utilize taxpayer dollars, and if you want an opportunity to offer a "second chance" to former students, parents, or school district residents, please contact me, Sam Gruber, at (717).766-0217, Extension 507 or adult_education@cumberland.K12.pa.us. I look forward to receiving your call.

Sincerely yours,

Samuel C Gruber

Samuel C. Gruber
Director
High School Diploma Program

SMD:me

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Cumberland Valley School District's Perspective on the High School Diploma Program

- **HSDP** for adults must be a quality program in order to maintain the educational integrity of a school district.

- **CV-HSDP** for adults was **developed from a school district perspective** - not from external sources (GED).

- **HSDP** adapted to **Strategic Planning Process of CVSD**. **The program is based on the new state regulations, performance based objectives or learner outcomes** and are the **same as those developed by CVSD for students**.

- **HSDP** was developed in 1977. It has been refined and updated during the **eighteen years of existence.**
  - **much more community involvement**
  - **checks and balances**
  - **increased emphasis on writing skills**
  - **additional classes**
  - **individual learning differences**

- **Retention rate is extremely high**

- 1996-1997 **118 participants**
- **80 graduates**
- **22 students continue 1997-'98**

- The **CVSD** has become an educational **partner** with many **community agencies**.
  - referrals to and from **Literacy Council**
  - **libraries**
  - **community agencies** (ex., **American Red** Cross)
  - **municipalities**
  - **county and state government**
  - **businesses and industries**
  - **employment and training councils**

- **The program is demanding. Standards and expectations are high.** High School dropouts take a tremendous pride in earning their high school diploma through a **second chance.**

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WHY EXTEND EDUCATIONAL OPPORTUNITIES TO OUT OF SCHOOL ADULTS?

- **Second chance** for students who lacked the interest, maturity, etc. to finish their high school education.

- **Females**, prior to 1978, who dropped out of school because of pregnancy.

- **Older adults** who quit school for economic reasons

- **a. Seventy percent of constituents don't have children in school.**
- **b. Taxpayer groups**
- **c. Promotes community involvement**

- **Excellent means of promoting a continuation of the learning cycle** (parents take interest in students at risk). **CVSD encourages seniors and parents to graduation together.**

- **A local high school diploma opens opportunities to graduates not afforded to** GED graduates (ex., **registered nursing, PA state police, U.S. military colleges.**)

Example of
FINANCES
High School Diploma Program

145 students (HSDP) - 1994

110 graduates
22 continued

Income

ABLE	$14,800
SETCO	11,500
BLUE SHIELD	1,000
Grad. Fee	2,000
	$29,300
Subtract	- 3,000
GED COST	$26,300

COST PER STUDENT - $181.00

****

FINANCES - (START UP)

100 hours - five teachers

60 hours - 1 Counselor
1 Secretary
1 Director/Coorindator
2 Academic classes (teacher hours)

Training and Development
Travel
Booklets
Telephone

TO: School Administrators
FR: Samuel Gruber, Coordinator of Adult Education
RE: Proposal for High School Diploma Program for Adults
DT: August 22, 1996

The primary mission of a school district is to provide a quality education for the students it serves.

What obligations do school districts have to students who have not completed their education in a traditional educational program?

Reasons students drop out of school:

1. Older adults have left school for economic reasons.

2. Women who became pregnant prior to 1978 were forced to leave school until the child was born. For various reasons a percentage never returned after the birth of their child.

3. For young adults the loss of interest in education, immaturity, attitude, expulsions, learning difficulties and disabilities are major reasons for leaving school prior to graduation.

The favorite song of a large percentage of these students is
"I wish I would have."

The usual method for these individuals to earn their diploma is by obtaining a GED diploma. The GED diploma opens many doors, but has numerous drawbacks. Merely trading the GED diploma for a school district diploma does not rectify these drawbacks.

1. The U.S. military accepts only high school graduates, unless it is necessary to fill quotas (The U.S. military developed this test during World War II).

2. Registered nursing, the PA State Police are examples of other occupations requiring a regular high school diploma.

3. The GED does not prepare graduates with the skills needed in today's society.

The Cumberland Valley School District offers dropouts, nineteen years of age or older, a "second chance" to earn the same diploma awarded to graduating seniors. This program has been in existence for nineteen years. Several other programs also exist in Pennsylvania. These programs directly relate to the primary mission of school districts.

1. This philosophy is an excellent means of promoting a continuation of the learning cycle (parents returning to school take an interest in students at risk). Elementary teachers are in an excellent position to promote this posture.

2. The Cumberland Valley School District encourages seniors and parents to graduate together.

3. Offering this program is a means of affecting the seventy percent of constituents who do not have children in school. It promotes a positive influence with tax payer groups.

4. The diploma program promotes community involvement. Linkages and partnerships encourage better school-community relations.

CUMBERLAND VALLEY SCHOOL DISTRICT

6746 Carlisle Pike, Mechanicsburg, PA 17055
Phone (717) 697-8261

December 10, 1996

Mr. Gruber has asked me to describe the benefits of the Cumberland Valley High School diploma program to our school district.

Every school district faces the same problems as we do in educating and retaining young people who do not feel education is relevant in their lives. Often these students drop out of the traditional educational program and realize that they face problems of finding employment, enlisting in the service, or going onto higher education without being properly prepared.

Our adult diploma program offers an alternative and enables people to earn a high school diploma which allows them to be enrolled in an institution of higher education, joining the armed services, or qualify for advancements on the job. I estimate that almost 50% of our young people who drop out of school eventually return to our adult diploma program and graduate.

The program is also a benefit to our region in that adults outside our district are allowed to enroll and earn a high school diploma. Many of these non-traditional students return to school for self-satisfaction, but many do so to get better employment or qualify for job training.

Another important benefit we derive from this program is the support it receives from the community. Approximately 70% of our citizens do not have children enrolled in the public schools, but still pay taxes to the system. These citizens are getting back something for their tax dollars.

Each year at adult graduation, we receive many kind comments from our taxpayers about the worth and importance of this program to them. In my estimation, this is one of the most cost efficient program we offer and does more to involve community members without children in the public schools than any other venture in which we are involved.

Sincerely,

Anthony J. Colistra, Ed.D.
Assistant Superintendent
Secondary Education

SETCO

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March 18, 1997

Mr. Sam Gruber
Director of Adult Education
Cumberland Valley School District
6746 Carlisle Pike
Mechanicsburg, PA 17055

Dear Mr. Gruber:

Three years ago, SETCO and the Cumberland Valley Adult Diploma Program entered into a unique and most successful partnership between a job training agency and a public school system. Clients in the Learning Center at SETCO's Harrisburg office are given the opportunity to earn a Cumberland Valley High School diploma in a structural daytime program. The diploma's life skills based competencies are completed by clients using the resources in their own communities and are later shared with instructors in the regular evening programming at Cumberland Valley High School. They become enthusiastic as they learn about the community around them, how to use its resources, and how to become successful advocates for themselves and their families. The presence of this program within our Learning Center gives our clients another option in addition to the GED to receive a high school diploma: it is a competency based program of this type that can bring success for those clients who might have different learning syles. Participation in the regular Cumberland Valley based evening program would be difficult for many of our clients because of transportation issues; however, they do participate in some activities at the high school and do attend graduation ceremonies. We are pleased to report that since this partnership began, sixty SETCO students have successfully completed the program and received their diplomas.

We have developed a very comfortable, open working relationship with you and the Cumberland Valley diploma staff and we look, with enthusiasm, to the continued growth and stregthening of this most unique partnership.

Sincerely,

James L. MacDonald

James L. MacDonald
Executive Director

JLM/jab

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FAX: 436-8595

CONSUMER ECONOMICS

time data log

i. **All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.**

A. Demonstrate a basic knowledge of the metric system by solving selected problems.

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B. Determine volumes of rooms and appliances in selected problems.

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C. From a selected list find the cost per ounce of various items.

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ii. **All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.**

A. Use a calculator to interpret pay stub deductions.

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B. Use a calculator to find the pay rates of two comparable jobs for regular time and overtime.

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C. Use a calculator to compute a new base salary and overtime.

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D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

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iii. **All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.**

A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.

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B. Correctly complete a sample check.

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C. Correctly compute a balance from a sample bank statement.

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D. Correctly complete a receipt from.

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iv. **All students formulate and solve problems and communicate mathematical processes used and the reasons for them.**

A. In relation to Consumer Economics and mathematics, define the following: interest, loan, bank account, income, net, inflation, budget, and gross.

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B. Explain deductible insurance by doing several selected examples.

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C. Solve a set of common mathematical problems.

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v. **All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.**

A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.

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B. Compute the additional finance charges to be considered in the purchase of a house or an automobile.

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C. Demonstrate a practical use of geometry by solving a set of problems.

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D. Demonstrate the ability to compute probability/odds.

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vi. **All students evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.**

A. From selected types of advertisement provide examples of hidden costs.

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B. Based on previous purchasing patterns, make estimations of different types of bills.

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C. Find a graph and explain the various aspects of the graph.

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vii. **All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.**

A. Research the purchase of at least two 'big-ticket' items and read and react in writing to the warranty claims.

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B. To gain specific product knowledge, discuss service contract information with the salesperson.

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C. Determine if the extended warranty offered on these items is a prudent purchase.

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viii. **All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.**

A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.

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B. In three different stores compare three cheaper cuts of meat as to quality and price.

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C. Show the cost advantage of using a "kit."

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CONSUMER ECONOMICS

student learning report

i. **All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.**

A. Demonstrate a basic knowledge of the metric system by solving selected problems.

I learned ____

____

total time______

B. Determine volumes of rooms and appliances in selected problems.

I learned ____

____

total time______

C. From a selected list find the cost per ounce of various items.

I learned ____

____

total time______

ii. **All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.**

A. Use a calculator to interpret pay stub deductions.

I learned ____

____

total time______

B. Use a calculator to find the pay rates of two comparable jobs for regular time and overtime.

I learned ______________________________

____

total time______

C. Use a calculator to compute a new base salary and overtime.

I learned ______________________________

____

total time______

D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

iii. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.

I learned ______________________________

____

total time______

B. Correctly complete a sample check.

I learned ______________________________

____

total time______

C. Correctly compute a balance from a sample bank statement.

I learned ______________________________

____

total time ______

D. Correctly complete a receipt from.

I learned ______________________________

____

total time ______

iv. **All students formulate and solve problems and communicate mathematical processes used and the reasons for them.**

A. In relation to Consumer Economics and mathematics, define the following: interest, loan, bank account, income, net, inflation, budget, and gross.

I learned ______________________________

____

total time ______

B. Explain deductible insurance by doing several selected examples.

I learned ______________________________

____

total time ______

C. Solve a set of common mathematical problems.

I learned ______________________________

____

total time ______

v. **All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.**

A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.

I learned ____

____

total time______

B. Compute the additional finance charges to be considered in the purchase of a house or an automobile.

I learned ____

____

total time______

C. Demonstrate a practical use of geometry by solving a set of problems.

I learned ____

____

total time______

D. Demonstrate the ability to compute probability/odds.

I learned ____

____

total time______

vi. **All students evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.**

A. From selected types of advertisement provide examples of hidden costs.

I learned ____

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total time______

B. Based on previous purchasing patterns, make estimations of different types of bills.

I learned ______

______

total time ______

C. Find a graph and explain the various aspects of the graph.

I learned ______

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A. Research the purchase of at least two 'big-ticket' items and read and react in writing to the warranty claims.

I learned ______

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total time ______

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A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.

I learned ____

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total time______

B. In three different stores compare three cheaper cuts of meat as to quality and price.

I learned ____

____

total time______

C. Show the cost advantage of using a "kit."

I learned ____

____

total time______

COMMUNITY RESOURCES

time data log

i. **All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.**

A. List all of the libraries located within your county.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

B. Obtain a library card from a library within your county.

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C. List services provided by a library within your county.

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ii. **All students read and use a variety of methods to make sense of various kinds of complex texts.**

A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.

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B. Contact and/or visit you school district office and after reading a copy of the budget, list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)

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C. Acquire and complete both a tax exoneration and change of assessment form.

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iii. **All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.**

A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.

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B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.

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C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

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iv. **All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.**

A. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

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v. **All students analyze and make critical judgments about different forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and addressing the validity of evidence.**

A. Read at least two articles written for the editorial page on a subject of your choice. In short answer for be able to identify the subject and present your opinion based on the information provided.

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vi. **All students listen to and understand complex oral messages and identify their purpose, structure, and use.**

A. View a local nightly news broadcast and determine an issue that directly relates to your community. From your notes present a summary of the material as presented in the newscast.

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B. View a segment of The News Hour on PBS and from your notes present a summary of the issue discussed and offer your opinion.

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C. Role play the ordering of a specific item on the telephone.

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vii **All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.**

A. This assignment cannot be accepted until all materials in your Community Resource section have been completed. You will write a one paragraph paper of at least seventy-five (75) words based on the three things you have learned from completion of this section of the Adult Diploma Program. In addition, you must present an oral summary of your writing.

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viii. **All students will analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality.**

A. Read and article concerning the environment in a weekly news publication (*Time, Newsweek, U S. News and World Report*) and write a brief summary of your opinion of the effects of the problem on the environment.

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COMMUNITY RESOURCES

student learning report

i. **All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.**

A. List all of the libraries located within your county.

I learned ______________________________

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total time______

B. Obtain a library card from a library within your county.

I learned ______________________________

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total time______

C. List services provided by a library within your county.

I learned ______________________________

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total time______

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I learned ____

____

total time______.

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I learned ____

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total time______

B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.

I learned ____

____

total time______

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total time______

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total time______

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total time______

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A. Read and article concerning the environment in a weekly news publication (*Time, Newsweek, U S. News and World Report*) and write a brief summary of your opinion of the effects of the problem on the environment.

I learned ____

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total time______

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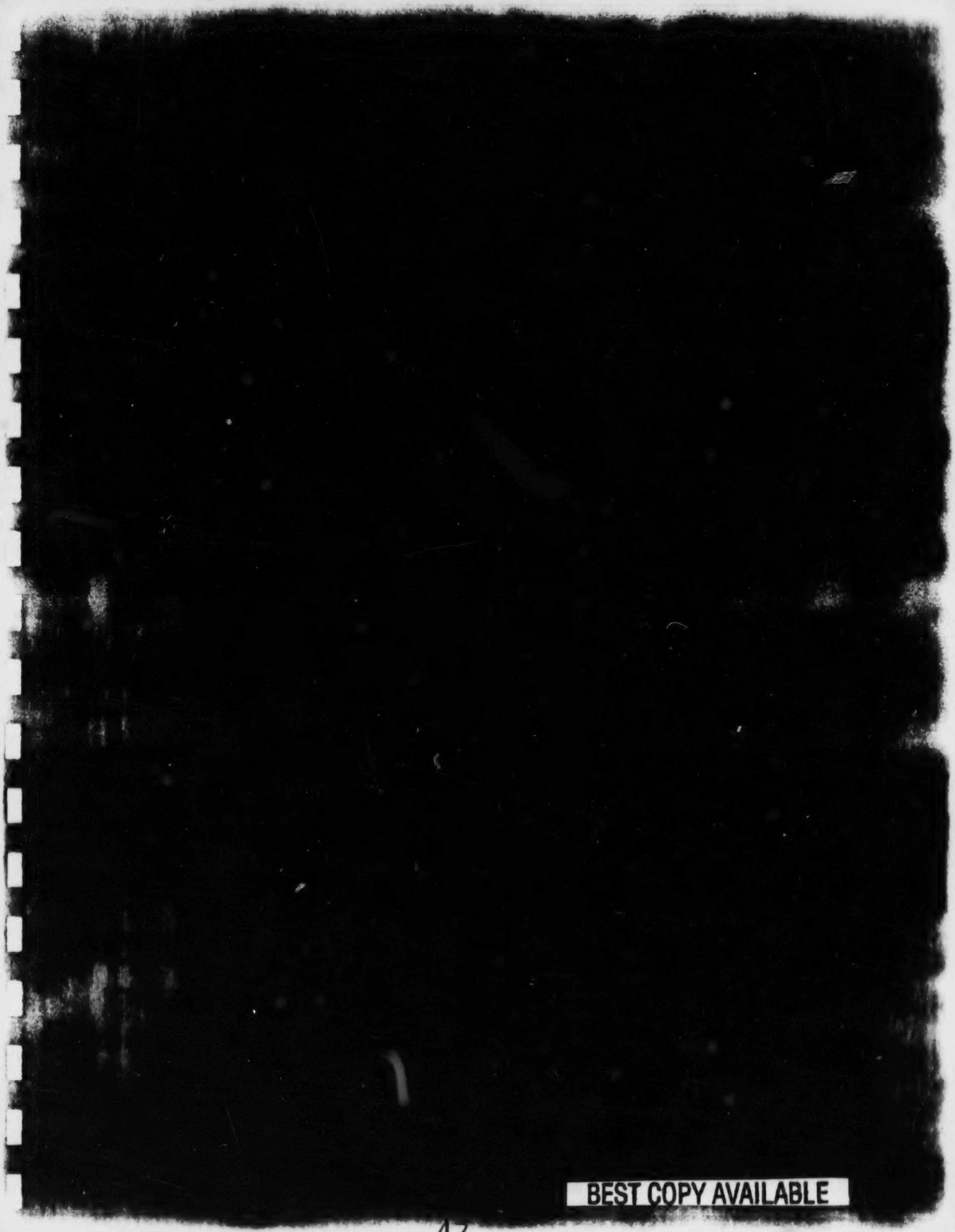

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HEALTH

time data log

i. **All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.**

A. Must take and pass a C.P.R. course.

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B. Be able to recognize and treat the symptoms of shock.

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C. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.

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D. Demonstrate knowledge of poisoning prevention and treatment.

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E. List the function and location of ten major organs.

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F. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

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ii. **All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.**

A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for ___ ".

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B. Explain the importance of proper diet to good general health. (create a food pyramid)

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C. Compile a list of eight common food additives and explain their role in food safety.

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D. List the basic food groups that should be eaten every day.

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iii. All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.

A. Understand the relationship of excess weight and its detriment to good health.

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B. Explain how and why the heart and blood pressure are adversely affected by excess weight.

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C. List and explain at least three virus-caused diseases.

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D. List four sexually transmitted diseases and explain the basic measure of prevention and treatment for each.

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E. List four ways that AIDS can be transmitted.

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F. List and describe five mental and emotional disorders. Example: "Paranoia is..."

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G. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills.

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iv. **All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol, and substance abuse.**

A. List at least five of the chemicals present in cigarette smoke.

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B. Understand the cancer-causing effect of smoking on the lungs and heart.

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C. Explain the danger and effects to the unborn by mothers who smoke during pregnancy.

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D. Explain the cause and effect relationship of smoking and blood pressure.

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E. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin.

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G. What is the blood alcohol level at which you are considered impaired to drive?

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v. **All students demonstrate individual development in motor fitness and physical fitness including aerobic fitness and skills in lifetime sports and outdoor activities to promote life long physical activity.**

A. In a short answer describe how physical activity can improve the quality of life.

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B. How do you determine your target heart rate?

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vi **All students demonstrate their knowledge of basic child health and child care skills.**

A. Describe several methods of rescue that can be effected without entry into the water.

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B. Write a paragraph discussing the three advantages for learning to swim at an early age.

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C. Explain how a person might be placed in jeopardy by water.
Example: flood.

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D. List three diseases most common to children and discuss their treatment.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

vii **All students demonstrate their knowledge of cancer prevention and early detention.**

A. List the seven danger signals of cancer.

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B. Compile a list of eight vocabulary words dealing with cancer and its treatment. This would include such terms as benign, malignant, etc. Explain each term.

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C. Know five basic facts of cancer prevention.

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HEALTH

student learning report

i. **All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.**

A. Must take and pass a C.P.R. course.

I learned ______________________________

____

total time ______

B. Be able to recognize and treat the symptoms of shock.

I learned ______________________________

____

total time ______

C. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.

I learned ______________________________

____

total time ______

D. Demonstrate knowledge of poisoning prevention and treatment.

I learned ______________________________

____

total time ______

E. List the function and location of ten major organs.

I learned ______________________________

____

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F. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

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ii. **All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.**

A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for ___ ".

I learned ______________________________

____

total time______

B. Explain the importance of proper diet to good general health. (create a food pyramid)

I learned ______________________________

____

total time______

C. Compile a list of eight common food additives and explain their role in food safety.

I learned ______________________________

____

total time______

D. List the basic food groups that should be eaten every day.

I learned ______________________________

____

total time______

iii. **All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.**

A. Understand the relationship of excess weight and its detriment to good health.

I learned ______________________________

____

total time______

B. Explain how and why the heart and blood pressure are adversely affected by excess weight.

I learned ______________________________

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total time______

C. List and explain at least three virus-caused diseases.

I learned ______________________________

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total time______

D. List four sexually transmitted diseases and explain the basic measure of prevention and treatment for each.

I learned ______________________________

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total time______

E. List four ways that AIDS can be transmitted.

I learned ______________________________

____

total time______

F. List and describe five mental and emotional disorders. Example: "Paranoia is..."

I learned ______________________________

____

total time______

G. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills.

I learned ______________________________

____

total time______

iv. **All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol, and substance abuse.**

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I learned ______________________________

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total time______

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I learned ______________________________

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total time______

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I learned ______________________________

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total time______

D. Explain the cause and effect relationship of smoking and blood pressure.

I learned ____

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total time______

E. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin.

I learned ____

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total time______

G. What is the blood alcohol level at which you are considered impaired to drive?

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B. How do you determine your target heart rate?

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B. Write a paragraph discussing the three advantages for learning to swim at an early age.

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total time______

C. Explain how a person might be placed in jeopardy by water.
Example: flood.

I learned ______________________________

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total time______

D. List three diseases most common to children and discuss their treatment.

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I learned ____

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total time______

C. Know five basic facts of cancer prevention.

I learned ____

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total time______

[illegible]

1. [illegible] of work and the [illegible] career options including [illegible], and relate them to their individual interests, [illegible] related values.

[illegible]

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III. [illegible] the importance of [illegible] their [illegible]

[illegible] ability to read and interpret a want ad from your local [illegible] attaching the ad to a well written paragraph which includes [illegible] of the job.

[illegible]

[illegible] paragraph [illegible] full-time employment.

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[illegible] describe [illegible] the [illegible]

J. Discuss in paragraph form the interview process. Address [illegible] such as [illegible] attitude, and [illegible].

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OCCUPATIONAL [illegible]

[illegible]

1. [illegible] individual interests, aptitudes, skills and [illegible] values.

[illegible]

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E. [illegible] of another [illegible]

[illegible]

I learned [illegible]

[illegible]

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[illegible] 2005

I learned [illegible]

I [illegible]

I learned [illegible]

[illegible]

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III. [illegible]

2. Demonstrate your ability to read and interpret a want ad from your local newspaper [illegible] written [illegible]

[illegible]

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GLOBAL STUDIES

time data log

i All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

ii All students produce, perform, or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.

A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they view the materials presented by the director of the film.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

iii All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.

A. Given a specific piece of literature the student will demonstrate their basic knowledge of the elements of plot, setting, and character.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

iv All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

A. In a paragraph the student will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

v All students understand and describe the components of ecological systems and their functions

A. In good paragraph structure briefly explain how an ecological system function.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

GLOBAL STUDIES

student learning report

i All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created.

A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

I learned ____________________

____

total time______

ii All students produce, perform, or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.

A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they view the materials presented by the director of the film.

I learned ____________________

____

total time______

iii All students evaluate and respond critically to works from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the works.

A. Given a specific piece of literature the student will demonstrate their basic knowledge of the elements of plot, setting, and character.

I learned ____________________

____

total time______

iv **All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.**

A. In a paragraph the student will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

I learned ____

____

total time______

v **All students understand and describe the components of ecological systems and their functions**

A. In good paragraph structure briefly explain how an ecological system function.

I learned ____

____

total time______

Pennsylvania BlueShield
[illegible]

Training and Development

March 20, 1997

Cheryl Keenan, Director
Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17102-3333

Dear Ms. Keenan,

Pennsylvania Blue Shield embarked on a partnership with the Cumberland Valley High School in September 1992. This partnership has enabled us to support our employees as they endeavor to move forward with their lifelong learning pursuits. Specifically, we are supporting both employees and their family and friends in obtaining their high school diplomas. To this end, we work closely with Mr. Sam Gruber and his staff of educators to ensure the successful completion of the program and attainment of a high school diploma by all participants.

Since 1992, we have helped 35 people complete diploma requirements--20 employees and 15 family members and friends. Currently, we are supporting 15 people in the 1996-97 academic year and have two ready to start in the 1997-98 academic year. We consider this a most essential program in that we are empowering employees and their families to strengthen skills and continue academic achievement.

Since the onset of this relationship, we have employees who have opted to pursue a college career, some have been promoted and others have been able to encourage other family members to pursue their high school diploma.

Students have expressed great surprise at their ability to complete the program and many have indicated that this little success has shown them that they are capable of going forward in their career and actually attaining higher goals. For many, they have done the impossible and are now pursuing that which was once unthinkable!

People are realizing these successes and being encouraged to forge ahead because of the administrator and faculty who run and support the Achieve program at Cumberland Valley High School. The program is challenging and academically stimulating. There is a strong network of support between the faculty, students and our staff to ensure that the students are encouraged and given a "swift kick" when necessary. One of the more encouraging aspects of the program is the knowledge that many students have attempted to obtain their GED three, four and five times, without success. Through Achieve, they have attained a lifetime goal!

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Since this is a one-of-a-kind program in our state, the funding of such a program is essential and the sharing of this process with other school districts in the Commonwealth is imperative.

We trust that you will view favorably any request from Cumberland Valley School District to continue said program and provide the financial support deemed necessary to support its continued success.

Sincerely,

Donna M. Cheatham
maj

Donna M. Cheatham
Continuing Education Director

cc: Sam Gruber, Cumberland Valley High School
Mary Jiggetts, Achieve Coordinator

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CUMBERLAND VALLEY
SCHOOL DISTRICT
GROWING WITH THE COMMUNITY
newsletter
Volume 14, No.2 December, 1996

School Board and state approve the new Strategic Plan

The Cumberland Valley School Board and, more recently, the Pennsylvania Department of Education have given their approvals to the newly formulated Strategic Plan for the Cumberland Valley School District.

In the fall of 1994, the Cumberland Valley School Board created a committee of citizens, parents, teachers, and students to oversee and coordinate the creation of the Strategic Plan for the Cumberland Valley School District.

The Steering Committee was charged with creating a Mission Statement, identifying goals, conducting a needs assessment, determining the priority areas for action planning, acting as a clearinghouse for all materials that were to be sent to our School Board for consideration, and making a final recommendation on our plan's approval.

Cumberland Valley's Strategic Plan represents a starting point for planning the future of the Cumberland Valley School District. Our hope is that this plan will serve as a focal point for discussion and action for many future decisions in our district.

Special thanks are given to all the Steering Committee members and action team participants who gave selflessly of their time throughout the planning process.

Several highlights of the plan are being included for your consideration. The entire text of the Strategic Plan is available for inspection at each of our schools and at our district office.

STRATEGIC
PLANNING

" The mission of the Cumberland Valley School District, through a partnership of students, educators, parents, and community, is to help students develop skills, knowledge and talents to achieve their fullest potential and to become lifelong learners and productive, responsible citizens."

The Cumberland Valley School District accepts the 6 Core Goals and the 9 Academic Goals as outlined by the Pennsylvania Department of Education. In addition, the district has also adopted a set of local goals to help shape the future direction of our district.

The Goals

Prepared by the Strategic Planning Committee of the District

The Cumberland Valley School District will:

(1) Maintain an educational environment that meets the diverse academic, social, emotional, and physical needs of our students.

(2) Tailor teaching strategies and scheduling to meet the needs of the students.

(3) Provide a safe educational setting that facilitates respect for persons, property, and individual beliefs.

(4) Provide appropriate evaluation and reporting of student achievement.

(5) Provide accessible pupil services that respond to the needs of a changing student population.

(6) Recognize and support the family's role as a partner in their child's education.

(7) Provide equipment and training so students and staff will be technologically competent.

(8) Help students develop a spirit of volunteerism.

(9) Provide and maintain a qualified, well-trained, professional and support staff.

(10) Provide an effective communication system that serves the entir Cumberland Valley community.

(11) Revise and update curriculum systematically to provide students with the most current academic opportunities.

(12) Generate a cooperative effort by the community and school district to assure maximum use of school facilities.

In order to facilitate future planning o programs for Cumberland Valley students and its community, "ACTION PLANS" were created in the following areas:

Action Team Topics

- High School Graduation Requirements
- Graduation Projects
- Curriculum Revision as it relates to Chapter V
- Student Assessment Plan
- Portfolio Development
- Remediation Plans
- Special Education Planning
- Notifying the Public of Test Results
- Introduction of Foreign Language
- Equity issues (how will all courses be available to "all" students?) as well as Gender Equity
- Career awareness, job preparation, and counseling services
- Length of School Year (use of time)
- Staff Training
- Class Size Study
- Communication System
- High School Scheduling
- Citizenship Education
- Technology

Our Strategic Plan also contains highlights of curriculum work that was completed by our professional staff as they examined our curriculum in light of the state's 53 learner outcomes.

Should you have any questions about our Strategic Plan, please call Mr. Rober J. Crobak, Director of Curriculum and Instruction, at 697-8261.

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Community Resources

COMPETENCIES

Example of life skills competencies

Instructor .... *Ext.* ....

1. All students use effective research and information management skills, including locating primary and seconda sources of information with traditional and emerging librar technologies.

A. List all of the libraries located within your county.
B. Obtain a library card from a library within your county.
C. List services provided by a library within your county.
D. Using library facilities, obtain information on a specific topic.

2. All students read and use a variety of methods to make sens of various kinds of complex texts.

A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
B. Contact and/or visit you school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (Yc may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
C. Acquire and complete both a tax exoneration and change of assessment form.(all forms)

3. All students respond orally and in writing to information anc ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

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4
Easy Steps
to a High School Diploma

1. Application

A short application form will be made available to you by calling the Adult Education Department of the Cumberland Valley School District. Just fill it out and return it.

2. Placement

Unless you have obtained a GED, a test is given to assess your basic math and English skills. You must pass these tests to enter the life skills competency portion of the Adult Diploma Program. If you do not pass these tests, you will be placed in the appropriate class so that you may learn the skills you need to go on and enter the competency portion of the program. From there on, you will work at your own pace to earn your diploma.

3.Review

As you move through the program, your achievements will be reviewed by your teachers and the school's superintendent.

4.Completion

On completion of the life skills competency portion of the program, you will receive a Cumberland Valley High School Diploma, the same diploma as graduating seniors.

For a videotape explaining the Cumberland Valley High School Adult Diploma Program, contact any Cumberland County Library.

This program is provided free of charge thanks to funding by the Bureau of Adult Basic Education and Literacy Education (Pennsylvania Department of Education) and the Cumberland Valley School District.

For information or an application call the Cumberland Valley High School's Department of Adult Education.

766-0217

extension 507

AchievE

Cumberland Valley School District's
High School Diploma Program for Adults

About the program

The Cumberland Valley High School Adult Diploma Program is based on life skills competencies. To complete the program each participant must learn certain skills including the identification of facts, reading and speaking skills, computation, problem solving and creative thought, interpersonal and social skills and physical coordination. These life skills competencies are derived from 52 subject areas established by the Cumberland Valley School District for graduating seniors. The Cumberland Valley High School Adult Diploma Program has divided these competencies into the following six categories:

Government and Law
Occupational Knowledge
Health
Consumer Economics
Community Resources
Global Studies

Upon entering the competency portion of the Adult Diploma Program each participant is given a workbook. Working at their own pace, participants meet every third week with their teachers to review their work. A guidance counselor is also available for career planning.

Participants in the Cumberland Valley High School Adult Diploma Program attain the same level of academic performance as graduating seniors. Through the completion of the competencies, they also gain a tremendous working knowledge of the community in which they work and live.

Who may apply

Any Pennsylvania resident who is 20 years of age by the first of June in the year they would graduate may apply. Because participants work at their own pace, it is possible to graduate within one year's time.

Cost

The Cumberland Valley High School Adult Diploma Program is a federally funded program. There is no tuition, enrollment, or other educational cost. The participant is, however, responsible for some nominal fees to cover the cost of a diploma, a diploma cover, and record keeping. Graduates may keep their caps and gowns. Optional announcements and invitations are also available at a minimal charge.

How to apply

Those wishing to receive an application for the Cumberland Valley High School Adult Diploma Program should send a stamped self-addressed envelope to:

Mr Samuel Gruber
Cumberland Valley High School
6746 Carlisle Pike
Mechanicsburg, PA 17055

Return the completed application to the above address. For more information, call the Cumberland Valley Adult Education Office at 766-0217, extension 507. Deadline for application is July 31st.

Calendar

First Meeting

It is mandatory for anyone enrolled in the program to attend the first meeting for orientation.

First Semester (September - December)

Participants who have earned a GED will not need to attend the first semester. These participants will begin the program in January at the start of the second semester. A copy of the GED must be presented in order to exempt the first semester.

Participants who do not have a GED will be given competency tests in both math and English. A participant who scores 70% or higher on these tests will begin in January at the start of the second semester.

Participants who score lower than 70% on these tests will be enrolled in remedial classes so that they may improve their scores. Participants will then have an opportunity to be retested.

Second Meeting
Second Semester (January - May)

This is the time when participants begin the life skills competency portion of the program, which covers the areas of consumer economics, community resources, government/law, health, global studies, and occupational knowledge. During the second semester, participants will meet once every third week with their instructors. Work is based on life achievements and is done on the participants' own time, at their own pace, in their own home communities.

AchievE
WORKBOOK

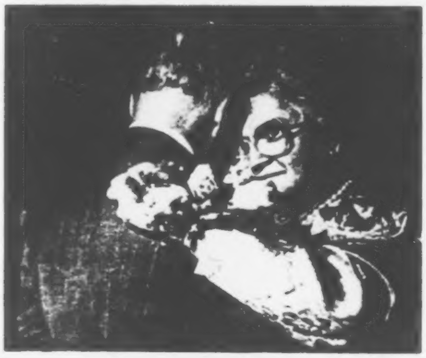
Cumberland Valley School District's
High School Diploma Program for Adults

One achievement among many

Pennsylvania's First Lady, Michelle M. Ridge, commended Antonia Pennington as she placed the high school diploma in her hands. The glow of Ms. Pennington's proud moment was apparent. In spite of transportation problems, a child custody battle, temporary homelessness, and what would appear to be overwhelming obstacles, this 24-year-old single mother found the strength to turn her life around. First she stabilized her situation with help from area parenting programs. Then she set her sights on attaining one of her most important goals…a high school diploma. That's when Antonia Pennington entered the Cumberland Valley High School Diploma Program for Adults -- a program unlike any other in Pennsylvania. Working at her own pace, Ms. Pennington earned her regular high school diploma in a year and a half.

The governor's wife was guest commencement speaker at the ceremony where Antonia Pennington and 110 other adults received their diplomas. Mrs. Ridge looked out upon the graduation and called it a "fine example of personal motivation and community spirit and serves as a valuable role model for many others who have not yet completed high school." For Antonia Pennington, receiving her diploma was the first step towar[illegible]fe of greater achievement.

A day to remember



Joyce Davis had some trepidation as she stepped from the car. She had waited 40 years for this night. After her husband rounded the car and presented her with a corsage, a few girls from her graduating class ran up to her, hugged her, and told her how pretty she looked.This was the night 57-year-old Joyce Davis attended her Senior Prom.

Joyce Davis received her high school diploma through Cumberland Valley School District's High School Diploma Program for Adults. With encouragement and support from her husband, Carl, Joyce took just one year to complete the program. Carl Davis was so proud of his wife's accomplishment that her ordered a special class ring for her, which is marked 1955 on one side and 1995 on the other, to signify her two classes.

Joyce Davis admitted that pursuing her high school diploma hadn't always been easy. But, judging by the smile on her face as she began to dance her first dance, the effort was worthwhile.

Consumer Economics

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.**
   - A. Demonstrate a basic knowledge of the metric system by solving selected problems.
   - B. Determine volumes of rooms in selected problems.
   - C. From a selected list find the cost per ounce of various items.
2. **All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.**
   - A. Use a calculator to interpret pay stub deductions.
   - B. Use a calculator to compare the pay rates of two comparable jobs for regular time and over time.
   - C. Use a calculator to compute a new base salary and overtime.
   - D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.
3. **All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.**
   - A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.
   - B. Correctly complete a sample check.
   - C. Correctly compute a balance from a sample bank statement.
   - D. Correctly complete a receipt from.
4. **All students formulate and solve problems and communicate mathematical processes used and the reasons for them.**
   - A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, income, net, inflation, budget, and gross.
   - B. Explain deductible insurance by doing several selected examples.
   - C. Solve a set of common mathematical problems.

Consumer Economics

COMPETENCIES

Instructor .... *Ext.* ....

5. **All students understand and apply basic concepts of algebra, geometry, probability and statistics to solve theoretical and practical problems.**

   A. Understand the advantages and disadvantages of credit buying by recognizing and computing interest rates from various types of credit sources.
   B. Compute the additional finance charges to be considered in the purchase of a house or an automobile.
   C. Demonstrate a practical use of geometry by solving a set of problems.
   D. Demonstrate the ability to compute probability/odds.

6. **All students evaluate, infer and draw appropriate conclusions from charts, tables, and graphs, showing the relationships between data and real-world situations.**

   A. From selected types of advertisement provide examples of hidden costs.
   B. Based on previous purchasing patterns, make estimations of different types of bills.
   C. Find a graph and explain the various aspects of the graph.

7. **All students make decisions and predictions based upon the collection, organization, analysis and interpretation of statistical data and the application of probability.**

   A. Research the purchase of at least two 'big-ticket' items and read and react in writing to the warranty claims.
   B. To gain specific product knowledge, discuss service contract information with the salesperson.
   C. Determine if the extended warranty offered on these items is a prudent purchase.

8. **All students demonstrate their knowledge of principles of consumer behavior as a foundation for managing available resources to provide for personal and family needs.**

   A. Understand a personal budget and learn quantity versus quality by doing comparison shopping at three different stores for five selected items.
   B. In three different stores compare three cheaper cuts of meat as to quality and price.
   C. Show the cost advantage of using a "kit."

Community Resources

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.**

   A. List all of the libraries located within your county.
   B. Obtain a library card from a library within your county.
   C. List services provided by a library within your county.

2. **All students read and use a variety of methods to make sense of various kinds of complex texts.**

   A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
   B. Contact and/or visit you school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
   C. Acquire and complete either a tax exoneration and change of assessment form.(the form you choose must be completed, but you may choose to use fictitious information to do so)

3. **All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.**

   A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
   B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
   C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

4. **All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.**

   A. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

Instructor .... *Ext.* ....

5. **All students analyze and make critical judgments about different forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and addressing the validity of evidence.**

   A. Read at least two articles written for the editorial page on a subject of your choice. In short answer for be able to identify the subject and present your opinion based on the information provided.

6. **All students listen to and understand complex oral messages and identify their purpose, structure, and use.**

   A. View a local nightly news broadcast and determine an issue that directly relates to your community. From your notes present a summary of the material as presented in the newscast.
   B. View a segment of The NewsHour on PBS and from your notes present a summary of the issue discussed and offer your opinion.
   C. Role play the ordering of a specific item on the telephone.

7. **All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.**

   A. This assignment cannot be accepted until all materials in your Community Resource section have been completed. You will write a one paragraph paper of at least seventy-five (75) words based on the three things you have learned from completion of this section of the Adult Diploma Program. In addition, you must present an oral summary of your writing.

8. **All students will analyze the effects of social systems, behaviors and technologies on ecological systems and environmental quality.**

   A. read and article concerning the environment in a weekly new publication (Time/Newsweek/U.S. News and World Report) and write a brief summary of your opinion of the effects of the problem on the environment.

Government & Law

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.**

    A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
    B. List the rights of an accused person.
    C. From a selected list of terms applying to rights and responsibilities of citizens, be able to define or explain meanings.
    D. From a selected list of terms applying to local, state, and federal government, be able to define or explain meanings.

2. **All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.**

    A. List four responsibilities you may have as a citizen of your township.
    B. List four responsibilities you may have as a citizen of Pennsylvania.
    C. List four responsibilities you may have as a citizen of the United States of America.
    D. Show proof of voter registration or correctly complete a registration from.
    E. List the specific site where you vote.

3. **All students will examine and evaluate problems facing citizens in their communities, state, nation and the world by incorporating concepts and methods of inquiry of various social sciences.**

    A. List four services provided by your township, your county, the state, and the federal government.
    B. In a short essay discuss one problem that is common to all levels of government.
    C. List five educational opportunities provided by your school district in addition to elementary and secondary education.
    D. Explain in writing the procedure for making a presentation to the school board.

4. **All students explain basic economic concepts and the development and operation of the economic systems in the United States and other nations, and make informed decisions about economic issues.**

   A. List three areas of taxation for each of the following: township, county, school district.
   B. List ten examples of taxable income and five types of tax deductions for federal income tax proposes.
   C. Using a specific problem, complete a 1040EZ income tax form.

5. **All students demonstrate their skills of communicating, negotiating, and cooperating with others.**

   A. Using a personal problem or concern, contact (personally, phone, or write) the proper local or county agency for resolution.
   B. Communicate with your state legislator about a concern, opinion, or problem.
   C. Communicate with your Congressman or U. S. Senator about a concern, opinion, or problem.

6. **All students will demonstrate that they can work effectively with others.**

   A. List the procedures for obtaining building permits in your township or borough.
   B. Show proof of a common license (driver's, hunting, fishing, dog, etc.) and know how to obtain a driver's license as well as one other type of your choice.
   C. List the various zones in your township or borough (residential, commercial) and obtain information on the requirements for special licenses or permits (soliciting, peddling).

7. **All students will demonstrate knowledge of how laws are created on the local, state, and federal level.**

   A. Explain how a new township or borough ordinance could be enacted in the community in which you live.
   B. List the county commissioners, sheriff, and judges for the county in which you live.
   C. Describe the process for a bill becoming a law in the United States Congress.

8. **All students develop and defend a position on current issues confronting the United States and other nations, conducting research, analyzing alternatives, organizing evidence and arguments, and making oral presentations.**

   A. After reading a current events issue of either Time, Newsweek, or U.S. News and World Report, the student will defend his/her position on the issue as it relates to the welfare of the United States.

9. **All students will demonstrate an understanding of themes and patterns of geography and how the location of major bodies of water, land masses and nations between geography and historical, economic and cultural development.**

   A. Students will produce a map that identifies the following continents and oceans
   - Selected bodies of water (The Great Lakes and rivers in North America)
   - The location of five world capitals
   - The location of the state capital of Maine, Florida, Iowa, California and Washington.

10. **All students think critically to generate potential solutions to environmental issues.**

    A. Students will list environmental issues that relate to their lives and will select one of these issues on the list to be explained orally.

11. **All students will evaluate the implications of finite natural resources an the need for conservation, sustainable agricultural development and stewardship of the environment.**

    A. Students will prepare a brief statement on the consequences of not conserving finite resources.

    B. Students will list five steps that can be taken by individuals to demonstrate their individual responsibility to conserve natural resources.

Health

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.**

   A. Must take and pass a C.P.R. course
   B. Be able to recognize and treat the symptoms of shock.
   C. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.
   D. Demonstrate knowledge of poisoning prevention and treatment.
   E. List the function and location of ten major organs.
   F. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

2. **All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.**

   A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for…".
   B. Explain the importance of proper diet to good general health. (create a food pyramid)
   C. Compile a list of eight common food additives and explain their role in food safety.
   D. List the basic food groups that should be eaten every day.

3. **All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.**

   A. Understand the relationship of excess weight and its detriment to good health.
   B. Explain how and why the heart and blood pressure are adversely affected by excess weight.
   C. List and explain at least three virus-caused disease.
   D. List four sexually transmitted diseases, and explain the basic measure of prevention and treatment for each.
   E. List four ways that AIDS can be transmitted.
   F. List and describe five mental and emotional disorders.
   Example: "Paranoia is… ".
   G. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills

Instructor .... *Ext.* ....

4. All students identify the advantages of avoiding and develop the skills to avoid tobacco, alcohol, and substance abuse.

A. List at least five of the chemicals present in cigarette smoke.
B. Understand the cancer-causing effect of smoking on the lungs and heart.
C. Explain the danger and effects to the unborn by mothers who smoke during pregnancy
D. Explain the cause and effect relationship of smoking and blood pressure.
E. Explain the danger of substance abuse from the use of marijuana, cocaine, and heroin
F. What is a 12 step treatment program. Name and explain.
G. What is the blood alcohol level at which you are considered impaired to drive

5. All students demonstrate individual development in motor fitness and physical fitness including aerobic fitness and skills in lifetime sports and outdoor activities to promote life long physical activity.

A. In a short answer describe how physical activity can improve the quality of life.
B. How do you determine your target heart rate?

6. All students demonstrate their knowledge of basic child health and child care skills.

A. Describe several methods of rescue that can be effected without entry into the water.
B. Write a paragraph discussing the three advantages for learning to swim at an early age.
C. Explain how a person might be placed in jeopardy by water. Example: flood.
D. List three diseases most common to children and discuss their treatment.

7. All students demonstrate their knowledge of cancer prevention and early detention.

A. List the seven danger signals of cancer.
B. Compile a list of eight vocabulary words dealing with cancer and its treatment. This would include such terms a benign, malignant, etc.. Explain each term.
C. Know five basic facts of cancer prevention.

Occupational Knowledge

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students explore the multiple purposes of work and the range of career options including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.**

A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
B. Complete chart #2 by researching four different occupations.
C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
D. Using the GIS, Discover, APTICOM, or any other search system, explore at least one module (career or college). Produce your printed results for review. (these systems are located in your local high school, library, or employment bureau.)
E. Research a union, you own or another, and write a paragraph detailing its purposes, benefits, and obligations as well as your opinion as to how it fulfills these specific areas.

2. **All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.**

A. Describe in detail at least six attributes and skills that may lead to promotion in the workplace.
B. List ten major obstacles to success in employment.
C. Write a paragraph on how computers and technology have changed either your present job or the world of work in general. (please use specific details for support)
D. Using the "Occupational Outlook Handbook" list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
E. What is "ISO 9000" certification? (Answer may be presented orally or in written form.)
F. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
G. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

3. All students understand and demonstrate the importance of relating their academic and vocational skills—for example, interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions—to their ability to seek, obtain, maintain and change jobs.

A. Demonstrate your ability to read and interpret a want ad from your local paper by attaching the ad to a well written paragraph which includes:
  1) A description of the job.
  2) What the qualifications are.
  3) What you would do to pursue this job.

B. Use correct business letter format to request an interview for "A".

C. Complete a job application in full.

D. Write a resume of your employment history, education , and skills which would be presentable to a employer. Any format is permissible. Your local library is a good resource for this.

E. Write a follow-up letter to a job application that has not been acknowledged. Discuss in a short paragraph why this is important to do.

F. Write a follow-up letter to a fictional job interview. Why is this form of "thank you" an important step in the job search process?

G. Complete chart #5 on proper behavior in employment.

H. Write a well written paragraph on the advantages and disadvantages of part-time versus full-time employment.

I. List and describe in detail the steps you would take to find, or change, employment (List at least 8 steps) .

J. Discuss in paragraph form the interview process. Address such topics as proper dress, attitude and preparation.

K. Write 10 possible questions that might be asked in an interview and write out an answer for each.

1. **All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created**

   A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

2. **All students produce, perform or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.**

   A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they; view the materials presented by the director of the film
   - Amadaeus
   - Dances with Wolves
   - Mutiny on the Bounty
   - Tora, Tora, Tora
   - Mississippi Burning
   - All the President's Men
   - Julius Caesar
   - Citizen Kane
   - Little Big Man
   - Glory
   - Grapes of Wrath
   - Dr. Strangelove
   - Apocalypse Now
   - The Ten Commandments

3. **All students evaluate and respond critically to work from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the work.**

   A. Given a specific piece of literature the student demonstrates their basic knowledge of the elements of plot, setting, and character.

4. **All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.**

   A. In a paragraph the students will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

5. **All students understand and describe the components of ecological systems and their functions.**

   A. In good paragraph structure briefly explain how an ecological system functions.

Writing Seminar

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (Completed as part of the writing seminar.)**

   A. Given a specific work of art and an aesthetic understanding of the art form, the student will describe in writing the meaning of the work.

2. **All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (Completed during the writing seminar.)**

   A. All students will perform at least one hour of community service in a group setting and evaluate the results of the activity in a well developed paragraph.
   B. All students will demonstrate cooperative learning in a group setting.

3. **All students will exchange age appropriate information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications. (Completed as part of the writing seminar.)**

   A. Given a set of oral instructions, students will complete the tasks independently.

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notes

For a videotape explaining the Cumberland Valley High School Adult Diploma Program, contact any Cumberland County Library.

This program is provided free of charge thanks to funding by the Bureau of
Adult Basic Education and Literacy Education
(Pennsylvania Department of Education)
and the Cumberland Valley School District.

For information or an application call the Cumberland Valley High School's Department of Adult Education.

766-0217

extension 507

AchievE

The Cumberland Valley Diploma Program

Training Manual

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Introduction

The Cumberland Valley Diploma Program has been acclaimed as one of the most cost effective ways to enhance the life-skill levels and overall education of under serviced community residents .

In 1976, the Cumberland Valley School District, encouraged by the Pennsylvania Department of Education, started an external two-phased degree program. In phase one, the diagnostic phase, the students are expected to achieve the same English and mathematical skills mastered by the school district's graduating seniors. (A GED is accepted as satisfactory completion of this phase.) In phase two, the assessment phase, the participants must complete 52 major life-skills, or performance-based competency statements. These life-skills were developed through the Strategic Planning Process of the Cumberland Valley School District and are of the same level as graduating seniors.

The Cumberland Valley Diploma Program is an applied performance high school program that gives credit to adults, 20 years and older, who have acquired high school level skills through their life experiences. This program expects adults to demonstrate their ability in a series of exercises that parallel job and life situations. Participants are evaluated on their acquired knowledge, and how well they take responsibility for gaining subsequent skills through existing community resources. Participants must achieve mastery of all the competencies required to attain their diploma. This program is unique in that graduates receive the same diploma that is awarded to the high school graduating seniors.

This training manual marks the beginning of an extended initiative designed to help adult educators who are interested in establishing a similar diploma program. As a guideline, we have included our written curriculum for the 1995-96 school year . To best serve community residents, however, the high school diploma program should be established in conjunction with the local school district or consortium of school districts. The school district(s) should award the same diploma that is awarded to their graduating seniors. Instructors and administrators should adapt this program to the Strategic Planning Guidelines of their own school districts and communities. Even with regional adaptation this manual remains a viable outline to help interested school districts develop similar initiatives. By making available its 18 years of applied knowledge, the Cumberland Valley School District can help implement this or similar programs with shorter "ramp-up" time and less wasted effort.

Program Goals

Through this program, adults gain competence in the following areas:

- oral and written expression
- listening and reading
- following instructions
- computation and problem solving
- goal setting
- time management
- career development and entry level job skills
- using community and educational resources effectively

The students demonstrate and increase their awareness of their community and government. By following the program, students learn by doing. Through this learning they set their own pace and learn to set goals. They feel the accomplishment of attaining those goals. The program allows a great deal of flexibility for the participants.

Target Population

While the minimum age is 20, the adult students average 34 years of age. Many mature adults are at a point in their lives where they acknowledge the value of a high school diploma. Motivated by employment constrictions, economic constraints, or pursuit of a personal goal, these students want their high school diploma. There is no age cut off. For many adults who have had difficulty in high school, this non-traditional approach to learning is less threatening. Since the program is self directed, with few time constraints, many adults find that the program is easier to fit into their present life styles. These students are anxious to attain goals, are mature in their approach to learning, and are self-motivated.

An Overview

The AchievE Program has two phases: the diagnostic and the final assessment.

Diagnostic Phase

In this first phase, an adult student completes six diagnostic instruments (tests) that identify individual learning deficiencies. These deficiencies have potential to prevent an adult from successfully completing the skills competencies required for the diploma assessment. The diagnostic phase also helps the adult to understand the program requirements. If the adult student is deficient in reading, writing and /or math, the program advisor prescribes remedial procedures to help the adult overcome his/her deficiencies and master the necessary skills tom advance in the program. The advisors assist the adult identify educational resources in the community (ABE centers, tutors, libraries, friends) where s/he might go to get help. the responsibility for contacting those resources, however, falls upon the adult student. When learning has been accomplished, the adult student schedules a re-test. When re-testing is not satisfactory, more remedial procedures are prescribed and the process is repeated.

Final Assessment

In the second phase, the adult student demonstrates the ability to complete the life skill competencies in his/her home school district and community. These life skill competencies simulate real life tasks.

For example, an adult might demonstrate reading, writing, and critical thinking by searching for a new apartment, reading the lease, writing a letter of complaint to his or her landlord, and budgeting the rent from a simulated monthly salary. The adult's answers are measured according to standardized criteria. The competencies demand a mastery of all skills, but allows for the adult to self-pace the learning. Each participant maintains a portfolio of completed work.

Once the life skill competencies are completed (with a 100 percent proficiency) and reviewed by the director, the high school diploma is awarded by the local school district.

The high school diploma program takes an average of one year to complete.

Procedure

Adult Education Committee

In order to implement an Adult Diploma Program, school boards must agree to grant a traditional diploma to adults who successfully demonstrate the approved competencies. Once this is established a committee should be formed. This committee should include the following:

- a chairperson
- local community members
- educational staff
- school board members

This committee will be responsible for the following:

1). creating a mission statement

2). creating a belief statement

3). establishing graduation outcomes based upon these criteria:
  - life skill competencies
  - strategic planning outcomes

4). establishing staff needs:
  - director
  - administrative Assistant
  - 5 teachers (recommended)
  - a counselor

5). establishing location/class sites

Director Responsibilities

- Oversee program
- Insure that school district requirements are being met
- Coordinate efforts with outside agencies
- Fulfill state and federal program requirements
- Others (as needed)

Administrative Assistant Responsibilities

- Coordinate scheduling of program
- Coordinate communications and mailings
- Act as liaison between director and teaching staff

Staff responsibilities:

- Review state wide initiatives
- Expand the competencies to meet these initiatives based on local community and school board parameters. Design a workbook for students to follow.
- Meet on a regular basis
- Review the progress of the program
- Develop and implement the program calendar
- Participate in a yearly review to benchmark progress

Counselor:

- Oversee all student testing
- Assist in grading and record keeping
- Provide ancillary support for participants
- Provide career and college counseling

Recruitment of Students

Methods of recruitment

1) Newspaper
2) School publications
3) Radio
4) Business partnerships
5) Public relations i.e. newspaper and radio coverage
6) Word of mouth
7) Human service organizations.

History has shown that "word of mouth" has been the most successful form of recruitment. Students that have been successful in obtaining their diploma will encourage friends and relatives to apply the following year.

Business partnerships have also proven to be successful. Employees gain their high school diploma and other intangibles. Employers gain employees that can now make contributions to their businesses with a greater sense of connection to their community.

See attachments: Newspaper articles

In the Cumberland Valley School District program, a maximum of 150 students is accepted. Students are accepted into the program as follows in priority order:

1) School District residents
2) Former Cumberland Valley School District students
3) Students referred by community partnerships
4) Applications ranked in order received

Applications must be completed in full. Spelling must be correct. Punctuation, sentence structure and grammar must show potential to meet high school graduation requirements.

Calendar

mid-August

The AchievE program begins in mid-August with staff meetings held by the director.

- The schedule for the year is established.
- The entire program outline and expected outcomes are finalized.
- The students' applications are reviewed in order to familiarize the staff with the students' backgrounds and expectations.
- The Administrative Assistant develops portfolios for each student. Their portfolios will be used throughout the year to hold the student's papers.
- The Administrative Assistant creates a data base for the staff. This data base helps the staff reach the students on an as-need basis.

September

- The first meeting with the students.
- Students are given a yearly calendar of class times, a test schedule, and are introduced to the staff
- Expectations and goals are reviewed

October/November

- The "Diagnostic Phase"- the tests of basic English and Math. are given.
- Test results are reviewed by the counselor and staff. Students receive their results within a week's time. A 70% is passing. (See Insert #1)

November/December

- Students achieving less than a 70% receive remedial class instruction.
- Remedial students must pass post test (scoring 70% or better) to continue onto assessment phase of the program.
- Students needing additional time for skill building are referred to community agencies such as the Literacy Council, the Vietnamese Center, and Catholic Charities. Tutorial assistance can also be arranged. These students are encouraged to return once they feel confident to to be tested.

January/May

- Students are expected to meet with all five teachers once every three weeks.
- Work is reviewed and possible suggestions of corrections are made.
- Completed competencies are placed in the student's portfolio.
- Students will continue to meet with teachers until all 52 competencies are completed to the satisfaction of the staff.

May

- Students who have completed all their work have their portfolios reviewed by the director.
- Students unable to finish during this semester are given the opportunity to

continue with this portion of the program the following year.

June

- Graduation

Budget

The AchievE program is partially funded by a "322 Grant" through the Bureau of Adult Basic and Literacy Education (Pennsylvania Department of Education). The Cumberland Valley School District provides the rental of office and classroom space, and office expenses. GED monies can be transferred to fund a high school diploma program. Additional Funds are provided through partnership with Susquehanna Employment and Training Corporation, Pennsylvania Blue Shield, and IBM. Additional partnerships are currently being formed. Students pay only a small fee for their diploma and record keeping.

1996 - 1997 DIPLOMA PROGRAM SCHEDULE

ORIENTATION MEETING: Thursday, September 19, 1996, at 6:30 P.M. -
High School Auditorium

MATH TEST	Tuesday October 1, 1996 at 5-7 P.M. in High School Auditorium
ENGLISH TEST	Tuesday October 8, 1996 at 5-7 P.M. in High School Auditorium

REMEDIAL MATH CLASS DATES: S113 - (6:30-8:00)

Tuesday	October 15, 1996
Tuesday	October 22, 1996
Tuesday	October 29, 1996
Tuesday	November 5, 1996

REMEDIAL ENGLISH CLASS DATES: H228 - (6:30-8:30)

Tuesday	November 12, 1996
Tuesday	November 19, 1996
Tuesday	November 26, 1996

GENERAL MEETING FOR ALL DIPLOMA PROGRAM MEMBERS

This meeting is for all Adult Education Diploma Students. The teachers will be presenting valuable information regarding their specific competencies.

DATE:	Thursday, January 9, 1997	
TIME:	6:00 P.M.	
LOCATION:	High School Auditorium	
TEACHERS:	Mr. Joe Correal	(Health)
	Mr. Ken Hair	(Consumer Economics)
	Ms. Wendy Latham	(Occupational Knowledge)
	Mr. Wayne Martens	(Government and Law)
	Mr. Phil Matthews	(Community Resources)

TO GRADUATE EACH STUDENT MUST:

-- attend a minimum of one session per cycle until all work is completed.
--meet with all five teachers each cycle until all work is completed in their subject area.
--have completed at least one competency in each subject area per cycle until all work is completed
--have successfully completed the writing seminar (either March 11 or April 8)
--have all competencies completed by 8:00 P.M., Tuesday May 6, 1997

****

SCHEDULE: 6:00-8:00 P.M.

January	27/28/29/30 (snow make-up 2/4)	April	21/22/23/24
February	24/25/26/27 (snow make-up 3/4)	April	8 (Writing seminar)
March	11 (writing seminar only)	May	5/6
March	17/18/19/20 (snow make-up 3/25)	GRADUATION	-JUNE 9, 1997

Appendix A

Consumer Economics

COMPETENCIES

Instructor .... *Ext.* ....

1. All students use numbers, number systems and equivalent forms (including numbers, words, objects, and graphs) to represent theoretical and practical situations.

A. Demonstrate a basic knowledge of the metric system by solving selected problems.
B. Determine volumes of rooms in selected problems.
C. From a selected list find the cost per ounce of various items.

2. All students compute, measure and estimate to solve theoretical and practical problems, using appropriate tools, including modern technology such as calculators and computers.

A. Use a calculator to interpret pay stub deductions.
B. Use a calculator to compare the pay rates of two comparable jobs for regular time and over time.
C. Use a calculator to compute a new base salary and overtime.
D. Locate an article concerning the computer and write a paragraph concerning the impact of the computer on our society.

3. All students apply the concepts of patterns, functions and relations to solve theoretical and practical problems.

A. Use a bank interest schedule to determine the amount of interest paid on various types of loans.
B. Correctly complete a sample check.
C. Correctly compute a balance from a sample bank statement.
D. Correctly complete a receipt from.

4. All students formulate and solve problems and communicate mathematical processes used and the reasons for them.

A. In relation to Consumer Economics and mathematics define the following: interest, loan, bank account, income, net, inflation, budget, and gross.
B. Explain deductible insurance by doing several selected examples.
C. Solve a set of common mathematical problems.

Community Resources

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.**

   A. List all of the libraries located within your county.
   B. Obtain a library card from a library within your county.
   C. List services provided by a library within your county.

2. **All students read and use a variety of methods to make sense of various kinds of complex texts.**

   A. Select one emergency facility within your community and review its stated function, list its major sources of revenue, and write a short statement discussing its major service provided.
   B. Contact and/or visit you school district office and after reading a copy of the budget list the three major areas of income and spending of your district. (You may wish to obtain a copy of the budget, but you do not have to do so to successfully complete this assignment.)
   C. Acquire and complete either a tax exoneration and change of assessment form.(the form you choose must be completed, but you may choose to use fictitious information to do so)

3. **All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.**

   A. Select one public health or welfare agency within your county and after gaining sufficient information about this agency write a short statement as to its function as it relates to your community.
   B. Select a church within your community and after gaining sufficient information about this church be able to discuss its function as it relates to your community.
   C. Obtain a timetable from an airline and after you have learned how to read it be prepared to demonstrate your ability to successfully plan a round trip from Harrisburg to some selected destination. (you may not use a travel agent or airline printout)

4. **All students write for a variety of purposes, including to narrate, inform, and persuade, in all subject areas.**

   A. In a well developed paragraph discuss your expectation for the community in which you live. Please discuss your expectations in regard to moral and educational values.

Appendix C

Government & Law

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States, and other nations, and describe themes and patterns of historical development.**

   A. List five basic rights found in the Bill of Rights of the United States Constitution and list at least one limitation of each of these rights. Be prepared to explain your answers.
   B. List the rights of an accused person.
   C. From a selected list of terms applying to rights and responsibilities of citizens, be able to define or explain meanings.
   D. From a selected list of terms applying to local, state, and federal government, be able to define or explain meanings.

2. **All students describe the development and operation of economic, political, legal and governmental systems in the United States, assess their own relationship to those systems and compare them to those in other nations.**

   A. List four responsibilities you may have as a citizen of your township.
   B. List four responsibilities you may have as a citizen of Pennsylvania.
   C. List four responsibilities you may have as a citizen of the United States of America.
   D. Show proof of voter registration or correctly complete a registration from.
   E. List the specific site where you vote.

3. **All students will examine and evaluate problems facing citizens in their communities, state, nation and the world by incorporating concepts and methods of inquiry of various social sciences.**

   A. List four services provided by your township, your county, the state, and the federal government.
   B. In a short essay discuss one problem that is common to all levels of government.
   C. List five educational opportunities provided by your school district in addition to elementary and secondary education.
   D. Explain in writing the procedure for making a presentation to the school board.

Health

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students develop knowledge of injury prevention and treatment and the ability to respond appropriately in emergency situations.**

   A. Must take and pass a C.P.R. course
   B. Be able to recognize and treat the symptoms of shock.
   C. Be able to identify the two types of bleeding and how to effectively stop the flow of blood from both an artery or vein.
   D. Demonstrate knowledge of poisoning prevention and treatment.
   E. List the function and location of ten major organs.
   F. List ten different medical specialities. Example: Pediatrics is the study of the treatment of children.

2. **All students recognize and demonstrate the ability to apply dietary guidelines to meet nutritional needs at various stages of life.**

   A. List and explain at least 7 vitamins and their relationship to good general health. Example: "Vitamin A is needed for...".
   B. Explain the importance of proper diet to good general health. (create a food pyramid)
   C. Compile a list of eight common food additives and explain their role in food safety.
   D. List the basic food groups that should be eaten every day.

3. **All students demonstrate their knowledge of the benefits associated with physical fitness and good personal habits including promotion of disease prevention.**

   A. Understand the relationship of excess weight and its detriment to good health.
   B. Explain how and why the heart and blood pressure are adversely affected by excess weight.
   C. List and explain at least three virus-caused disease.
   D. List four sexually transmitted diseases, and explain the basic measure of prevention and treatment for each.
   E. List four ways that AIDS can be transmitted.
   F. List and describe five mental and emotional disorders. Example: "Paranoia is... ".
   G. Demonstrate an understanding of self-destructive behavior and discuss possible causes and prevention and/or coping skills.

Occupational Knowledge

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students explore the multiple purposes of work and the range of career options including entrepreneurship, and relate them to their individual interests, aptitudes, skills and work-related values.**

   A. Complete chart #1 to demonstrate your knowledge of diverse sources of job information and possible employment opportunities. Write a short paragraph discussing which you feel is the most important.
   B. Complete chart #2 by researching four different occupations.
   C. Complete chart #3, and be able to recognize the differences between state, private, and temporary employment agencies.
   D. Using the GIS, Discover, APTICOM, or any other search system, explore at least one module (career or college). Produce your printed results for review. (these systems are located in your local high school, library, or employment bureau.)
   E. Research a union, you own or another, and write a paragraph detailing its purposes, benefits, and obligations as well as your opinion as to how it fulfills these specific areas.

2. **All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.**

   A. Describe in detail at least six attributes and skills that may lead to promotion in the workplace.
   B. List ten major obstacles to success in employment.
   C. Write a paragraph on how computers and technology have changed either your present job or the world of work in general. (please use specific details for support)
   D. Using the "Occupational Outlook Handbook" list four areas for employment that are predicted to increase and four areas of employment that are predicted to decline through the year 2005.
   E. What is "ISO 9000" certification? (Answer may be presented orally or in written form.)
   F. List the efforts you have made over the last three years to upgrade your knowledge and skills in an attempt to remain competitive in the job market. Write a short statement on why you feel it has been important for you to do so.
   G. Complete chart #4 listing at least four agencies that assist "non-traditional" adult students to either return to school or receive additional job training.

Global Studies

COMPETENCIES

Instructor.. *Ext.* ....

1. **All students relate various works from the visual and performing arts and literature to the historical and cultural context within which they were created**

   A. Students will research one historical period of art and will produce a collage that demonstrates their knowledge of this period.

2. **All students produce, perform or exhibit their work in the visual arts, music, dance, or theater, and describe the meanings their work has for them.**

   A. Students will view an instructor approved historical film like the ones listed below and will complete a response journal to describe their feelings as they; view the materials presented by the director of the film

   - Amadaeus
   - Dances with Wolves
   - Mutiny on the Bounty
   - Tora, Tora, Tora
   - Mississippi Burning
   - All the President's Men
   - Julius Caesar
   - Citizen Kane
   - Little Big Man
   - Glory
   - Grapes of Wrath
   - Dr. Strangelove
   - Apocalypse Now
   - The Ten Commandments

3. **All students evaluate and respond critically to work from the visual and performing arts and literature of various individuals and cultures, showing that they understand important features of the work.**

   A. Given a specific piece of literature the student demonstrates their basic knowledge of the elements of plot, setting, and character.

4. **All students will demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.**

   A. In a paragraph the students will identify prejudice on either the local, state, national, or international level and will provide some type of viable solution to the problem.

5. **All students understand and describe the components of ecological systems and their functions.**

   A. In good paragraph structure briefly explain how an ecological system functions.

Writing Seminar

COMPETENCIES

Instructor .... *Ext.* ....

1. **All students describe the meanings they find in various works from the visual and performing arts and literature on the basis of aesthetic understanding of the art form. (Completed as part of the writing seminar.)**

   A. Given a specific work of art and an aesthetic understanding of the art form, the student will describe in writing the meaning of the work.

2. **All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate group activities. (Completed during the writing seminar.)**

   A. All students will perform at least one hour of community service in a group setting and evaluate the results of the activity in a well developed paragraph.
   B. All students will demonstrate cooperative learning in a group setting.

3. **All students will exchange age appropriate information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications. (Completed as part of the writing seminar.)**

   A. Given a set of oral instructions, students will complete the tasks independently.

DATE ____________

CUMBERLAND VALLEY SCHOOL DISTRICT

APPLICATION

HIGH SCHOOL DIPLOMA PROGRAM FOR ADULTS

*** Were you previously enrolled in this program?________Yr.__________

1. Complete the Application (Please answer all questions).

2. Mail applications to: Mr. Samuel Gruber, Director of Continuing Education, Cumberland Valley High School, 6746 Carlisle Pike, Mechanicsburg, PA 17055

3. ***You must be 20 years old by July 21 of the year you would graduate.** (Any questions or concerns, please call Adult Ed. Office 766-0217, ext 507)

4. **FIRST MEETING OF THIS PROGRAM:** Date:____________Time:____________ **(All APPLICANTS MUST ATTEND) Mark this date on your calendar - no reminders will be sent!**

A. APPLICANT NAME: ____
(LAST) (FIRST) (MIDDLE INITIAL) (SOCIAL SECURITY #)

B. ADDRESS: ____
(STREET) (TOWN) (STATE) (ZIP)

C. PHONE: HOME______________WORK______________EMERGENCY NO_.__________

D. PERSONAL DATA:

(a) Date of Birth____________(b)Age______(c)M__F__(d)Married_______

(e) Names and ages of children: ____________________ ________

____________________ ________

____________________ ________

____________________ ________

____________________ ________

(f) Are you a citizen of the United States of America?____________

(g) What township do you reside in?________________________

(h) In what school district do you reside?________________________

(i) Interests and Hobbies

Appendix I.

E. **EDUCATION**:

NAME OF SCHOOL ATTENDED ______________________

Attendance: From: ____________ To: ____________ (Month and Year)

LAST GRADE COMPLETED ____________ YEAR CLASS GRADUATED ____________

COURSE OF STUDY: (College Prep) ________ (Bus.) ________ (Gen.) ________

(Dev Ed.) ________

REASON FOR LEAVING SCHOOL ______________________

HAVE YOU EVER TAKEN OR PASSED A GED TEST? ______________________

WHY ARE YOU INTERESTED IN EARNING A HIGH SCHOOL DIPLOMA ____________

____

HOW DID YOU LEARN OF OUR "DIPLOMA PROGRAM FOR ADULTS" ____________

____

DO YOU HAVE ANY OTHER FAMILY MEMBERS TAKING THIS PROGRAM WITH YOU? ____

IF YES, WHO?) ______________________

F. **EMPLOYMENT INFORMATION**:

NAME AND ADDRESS OF EMPLOYER ______________________

____

JOB TITLE ____________ TYPE OF EMPLOYMENT ____________

YOUR DUTIES AND RESPONSIBILITIES ______________________

____

DATE OF EMPLOYMENT ____________ NAME OF SUPERVISOR ____________
(MO.) (YR.)

REFERENCES (NAMES AND PHONE NUMBERS):

1. ______________________ ____________
2. ______________________ ____________
3. ______________________ ____________
4. ______________________ ____________

ADDITIONAL INFORMATION

HAVE YOU HAD ANY AFFILIATION WITH CUMBERLAND VALLEY SCHOOL DISTRICT IN THE PAST? (Please explain) ____

____

____

____

____

PLEASE WRITE A BRIEF PARAGRAPH EXPLAINING WHY YOU WOULD LIKE TO ENROLL IN THE CUMBERLAND VALLEY ADULT DIPLOMA PROGRAM -

* PLEASE CONTACT THE ADULT EDUCATION OFFICE OF ANY CHANGES IN THE INFORMATION ON THIS APPLICATION.

* PLEASE CONTACT US AFTER SEPTEMBER 1 AND PRIOR TO THE FIRST MEETING DATE TO FIND OUT IF YOU HAVE BEEN ACCEPTED INTO THE PROGRAM.

CUMBERLAND VALLEY ADULT EDUCATION OFFICE
6746 CARLISLE PIKE
MECHANICSBURG, PA 17055
766-0217 OR 249-6996 (ext. 507)

Cumberland Valley High School

6746 Carlisle Pike
(717) 766-0217
Mechanicsburg, Pennsylvania 17055
(717) 249-6996

SAMUEL C. GRUBER
Coordinator of Continuing Education
EXTENSION 507

DATE

Dear

The requirements of the Cumberland Valley Adult Diploma Program clearly state that to continue in the program you must come in and meet with the instructors at least once during each monthly cycle. Because you have not attended during the cycle in *MONTH*, you are no longer eligible to graduate from this year's program. If you wish to reapply for next year's class, or if you have any questions, contact Mr. Samuel Gruber or myself at 766-0217, ext.507 or 464.

Sincerely,

Wendy Latham
Counselor

WEL:bk

cc: office copy

Appendix J

Cumberland Valley High School

6746 Carlisle Pike Mechanicsburg, Pennsylvania 17055
(717) 766-0217 (717) 249-6996

SAMUEL C. GRUBER EXTENSION 507
Coordinator of Continuing Education

DATE

To Whom It May Concern,

This letter is to certify that **NAME** graduated in **YEAR** from Cumberland Valley School District's High School Diploma Program for Adults. This program is approved and funded by the Pennsylvania Department of Education.

Because this is a competency based educational program, we do not have an official transcript of grades. Under the program, students must meet minimum standards in English and mathematics. Also, they must complete established competencies in the following areas: Government and Law, Community Resources, Consumer Economics, Health, and Occupational Knowledge. In completion of the program, the adult graduate receives the *exact* same diploma as the graduating senior.

If you should need any further information, please feel free to contact me.

Sincerely,

Samuel C. Gruber
Coordinator of Continuing Education
High School Diploma Program
766-0217, ext. 507

Appendix K

TO: Adult Diploma Class of ________

DATE: DATE

RE: Student's responsibility for Diploma Program

All students will be **required** to meet with **all five** teachers at least once during each of the scheduled meeting periods. It is mandatory that each student attend these meetings and present material to each teacher.

If the student cannot attend during these meeting periods, it is his/her responsibility to contact Ms. Latham prior to the last day of the scheduled meetings, and make arrangements to submit their completed materials to her for distribution to the five teachers. (766-0217, ext.464 - Monday through Friday - 8:00 a.m. - 3:00 p.m.)

If the student fails to meet these obligations, he or she, will be dropped from the diploma program.

FOR YOUR INFORMATION

* There are now computers available that show all government jobs available, as well as openings with the Department of Labor. These are set up at the Giant Food Store in Colonial Commons and in the Camp Hill Shopping Center. Using this computer program (and bringing in a print out) can be substituted for your occupational knowledge assignment #1.

* CPR classes at HACC: 2/13, 3/14, 4/12, 5/18. Call 780-2510 for more information on registration.
For other CPR classes check local hospitals, fire companies, Red Cross, and YMCA.

* HELPLINE - Stay-at-home women trying to plunge back into the job market can get a packet of information on local job-readiness and training programs, support groups, financial-aid options, health-insurance rights and child-support agencies by calling 800-235-2732, the helpline number of Women Work! The National Network for Women's Employment.

Appendix L